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| **Foundation Stage, Reception** |  |  |
| **Autumn 1** |  |
| **Walking ‘Bearfoot’!** |  |
| As the children settle into Reception we will be getting to know all of our new friends and discover our learning environment. We will also take the time to develop the confidence to speak and listen in small groups. Through our theme of ‘Bears’ we will be sharing well known stories and will role play these stories to learn how a story has a beginning, middle and end. We will sing rhymes together and share pictures and knowledge of our families and things that are important to us.  We will also be learning about Autumn by observing physical changes to the environment. We will go on an Autumn walk to experience these changes first hand.  | Image result for royalty free bear clipart |
| **Personal, Social and Emotional Development** | **Physical Development** | **Communication and Language** | **Characteristics of Effective Learning** |
| * Shows confidence in asking adults for help.
* Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
* Confident to speak to others about own needs, wants, interests and opinions.
* Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
* Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
* Initiates conversations, and listens to others.
 | * Experiments with different ways of moving.
* Jumps off an object and lands appropriately.
* Begins to use anticlockwise movement and retrace vertical lines.
* Begins to form some recognisable letters.
* Observes the effects of activity on their bodies.
* Understands that equipment and tools have to be used safely.
 | * Sit quietly and listen during appropriate activity for short periods of time.
* Beginning to understand ‘why’ and ‘how’ questions.
* Responds to simple instructions.
* Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
* Builds up vocabulary that reflects the breadth of their experiences.
* Uses talk in pretending that objects stand for something else in play, e.g. ‘This box is my castle.’
* Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
 | * Finding out and exploring: showing curiosity about objects; engaging in open ended activity
* Playing with what they know: pretending objects are things from their experience; taking on a role in their play; acting out experiences with other people
* Being willing to have a go: initiating activities; seeking challenge; taking a risk, engaging in a new experience and learning by trial and error.
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| **Literacy** | **Mathematics** | **Understanding the World** | **Expressive Arts** |
| * Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
* Beginning to be aware of the way that stories are structured.
* Suggests how a story might end.
* Describes main story settings, events and principal characters.
* Listens to stories with increasing attention and recall
* Continues a rhyming string.
* Hears and says the initial sound in words.
* Gives meaning to marks they make as they draw, write and paint.
 | * Recognise some numerals of personal significance.
* Recognises numerals 1 to 5.
* Counts up to three or four objects by saying one number name for each item.
* Counts actions or objects which cannot be moved.
* Counts out up to six objects from a larger group.
* Recites numbers in order to 10.
* Begin to use mathematical names for some 2-D shapes, and describe 2D shapes.
* Can describe their relative position such as ‘*behind*’ or ‘*next to*’.
 | * Shows an interest in the lives of people who are familiar to them.
* Remembers and talks about significant events in their own experience.
* Looks closely at similarities, differences, patterns and change.
* Developing an understanding of growth, decay and changes over time.
* Can talk about some of the things they have observed such as plants, animals, natural and found objects.
* Knows how to operate simple equipment.
* Interacts with age-appropriate computer software.
 | * Enjoys joining in with dancing and ring games.
* Sings a few familiar songs and is beginning to build a repertoire of songs and dances.
* Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
* Create simple representations of events, people and objects.
* Engages in imaginative role-play based on their own first-hand experiences.
* Chooses particular colours to use for a purpose.
* Explores the different sounds of instruments.
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